

**Alignment of NASP and CACREP Standards to
California's Adopted Program Standards
Professional Services Division
January 2009**

Overview of this Report

This agenda item reports on an alignment study comparing California's adopted program standards for the Pupil Personnel Services programs in School Counseling and School Psychology with the national professional associations' adopted standards. After the presentation of the draft alignments, staff will collect stakeholder feedback on the proposed alignment. The alignment will return to the Committee on Accreditation (COA) at its April 2009 meeting for consideration and possible adoption.

Staff Recommendation This is an information item.

Background

The COA has the responsibility to review national program standards and determine the alignment between the national standards and California's adopted program standards (<http://www.ctc.ca.gov/educator-prep/accred-alignement.html>). If the alignment is quite close, the national program standards may be used in California's accreditation activities in lieu of the adopted program standards. If the national standards are aligned in some areas, but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards and address the identified portions of California's adopted program standards.

The Commission staff consultant with expertise in the Pupil Personnel Services area, Dr. Joseph Dear, facilitated a two-day meeting where faculty from a number of California institutions reviewed the adopted California program standards and the professional associations' program standards in School Counseling (Council for Accreditation of Counseling and Related Educational Programs-CACREP) and School Psychology (National Association of School Psychologists-NASP)

Process to Develop the Proposed Alignments

The process that was followed to compare the national School Counseling and School Psychology Program Standards included identifying those California institutions whose credential programs are nationally accredited in addition to being approved by the Commission. The following California Universities have national accreditation for their School Counseling and School Psychology Credential Programs.

After identifying the nationally accredited programs, staff contacted program coordinators among these institutions and asked if they were willing to serve on a two-day comparability study team to review the two sets of standards for each specialization and to come up with a proposed standards alignment. At first, school psychology trainers from six institutions indicated that they would be willing and able to attend during the dates that were eventually identified, but two later discovered that they could not attend. Consequently only four school psychologists

were able to attend. Six school counselor faculty members were able to attend. These six individuals represented four of the five institutions currently with national accreditation, one who is in the final stages of being approved and one whose institution is not nationally approved for school counseling but is nationally approved for school psychology. She is the director of both school counseling and school psychology at her institution.

After brief introductions, the group went to work developing a matrix identifying each standard and key elements from each standard to be compared with applicable CACREP and NASP standards along with appropriate language from the national standards that documents comparability.

As expected, most standards were comparable. This was the case since staff and the advisory panel that developed both sets of the standards in 2000 fashioned the Commission's state standards from the national standards. There were a few instances where comparability was not apparent. In those cases, it was documented and the California institutions with national accreditation will have to address those California Standards where the national standards had no comparable requirement. The matrices completed by the two groups are available beginning on page 6 of this agenda item.

Staff sent the draft comparability standards matrix to the study participants for their review and comments with a very short turn around time. Consequently, this comparability study is being presented to the COA as an information item this time and will be presented at the next COA meeting for final approval. In the interim, staff would like to send the study results out to a broader audience for comments to make certain that every effort is being made to secure as accurate an assessment of the state and national standards as possible.

Proposed Alignment Matrices

- **School Psychologist faculty participating in the comparability study could not find standards comparable to the following CTC Standards in NASP Standards**

Generic Standard 8: Self-esteem and Personal and Social Responsibility. Assessment of the credential candidate's own self-esteem is not addressed by NASP Standards.

Generic Standard 16: Supervision and Mentoring. Models of supervision is not addressed by NASP Standards.

Specialization Standard 25: Practica. NASP does not meet the specifics of this CTC Standard.

Specialization Standard 26: Culminating Field Experience. NASP allows 600 hours non-school setting, while CTC only allows 400.

Therefore the recommendation from the group is that approved California programs which elect to use the NASP standards would need to address the standards identified above in addition to the National Association of School Psychologists (NASP) standards.

- **School Counselor faculty participating in the comparability study could not find standards comparable to the following CTC Standards in NASP Standards**

Standard 1 Program Design, Rationale and Coordination – Sequencing from beginning to advanced courses are not specifically addressed. CACREP does look at what courses are completed before practicum and internship, however.

Standard 9 – School Safety and Violence Prevention – CACREP uses crisis intervention and trauma-causing events without specifically mentioning school safety and training to address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced ... learning.

Standard 24 (Learning Achievement and Instruction) – CACREP standards do not specifically focus on assisting teachers with classroom organization.

Standards 27 (Collaboration, Coordination and Team Building) – CACREP standards do not specifically address demonstrating competence in the coordination of services.

Standard 15 Technology Literacy– CACREP (2009) Standards have much less specific references to training on using technology.

Standard 31 Field Experience – CTC has several areas in field experience that are not found in CACREP Standards:

(1) CTC requires that field experience is completed in two levels (from pre-school to high school) with a minimum of 200 clock hours at each level.

(2) CTC requires that up to 150 clock hours of field experience be devoted to issues of diversity.

(3) CTC requires that a minimum of 400 clock hours be completed and supervised in public school settings with k-12 pupils. (CACREP requires 240 clock hours of direct service).

Standard 32 Determination of Candidate Competence – CTC requires that prior to recommending candidates one or more persons responsible for the program determines that the candidates have satisfied each standard. CACREP has no such requirement.

Therefore the recommendation from the group is that approved California programs which elect to use the national program standards would need to address the standards identified above in addition to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

Appendix A

Participants in the comparability study included the following individuals:

Representing School Counseling Credential Programs

Shannon Dickson, California State University, Sacramento
Charles Hanson, California State University, Northridge
Graciela Orozco, San Francisco State University
Marcel Soriano, California State University, Los Angeles
Diane Talbot, Fresno Pacific University
Susan Zgliczynski, University of San Diego

Representing School Psychology Credential Programs

Margaret Garcia, California State University, Los Angeles
Greg Jennings California State University, East Bay
Carol Robinson-Zanartu, San Diego State University
Linda Webster, University of the Pacific

Appendix B

National Association of School Psychologists (NASP) Approved School Psychology Programs in California - 2008

California State University-Chico
California State University-East Bay
California State University-Fresno
California State University-Long Beach
California State University-Los Angeles
California State University-Northridge
California State University-Sacramento
Chapman University
Humboldt State University
Loyola Marymount University
San Diego State University
University of California-Riverside
University of California-Santa Barbara
University of the Pacific

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Approved School Counseling Programs in California-2008

California State University, Northridge
California State University, Sacramento
California State University-Los Angeles
San Francisco State University
Sonoma State University
University of San Diego (in final stages of approval process)

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CTC Generic Standards: PPS			
CTC Standard	Key CTC Elements	Applicable NASP Stds	NASP Standards Language that Documents Comparability
1. Program Design, Rationale, and Coordination	(a) Coordinated, cohesive design (b) Cogent rationale (c) Foundation courses precede advanced	1.0 and 1.1	(a) Integrated sequential program of study ... consistent with program philosophy, mission, goals and objectives (b) Clearly articulated training philosophy (c) Comprehensive integrated program of study
2. Growth and Development	(a) Understand typical & atypical growth (b) Theories and research on pupil strengths and weaknesses that affect learning and (c) effects of health and developmental factors, language, cultural variables, diversity, SES, and resiliency on development	2.7 2.3 2.5	(a) current knowledge of human development and psychopathology and of associated biological, cultural and social influences on human behavior (b) *Empirically demonstrated elements of instruction that enhances student learning (c) potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning
3. Socio-Cultural Competence	(a) understand ethnic, cultural, SES, and environmental factors influences learning and achievement (b) work effectively with diverse pupils and families (c) appreciation for diversity (d) serve diverse and changing communities (e) Development of culturally congruent policies, programs and practices	(a) 2.5 (b1) 2.9 (b2) 1.2 (c) 1.2 (d) 2.6 (d2) 1.2 (e) 2.6	(a) school psychologists understand ... potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning (b1) School Psychologist hereafter = (SP) work effectively with families ... and others (b2) Commitment to diversity in all aspects of the program (c) human diversity is recognized as a strength that is valued, and respected (d) *knowledge and skills to assume leadership in development of systems change plans (d2) diversity ... practiced through all aspects, including coursework, practica, internship (e) school psychologists contribute to development of school, agency, community and/or public policies and procedures that advocate for all children
4. Assessment	(a) data-based decision making (b) understanding, evaluating and	(a) 2.1 * (b) 2.1*	(a) SP have knowledge of effective data-based decision making and problem solving processes.

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	promoting positive pupil performance, program outcomes, and school climate. (c) influence of multiple factors in pupil achievement	(c) 2.1	(b) ... collecting information to identify strengths and needs, ... and evaluate the outcomes of services ... evaluate the outcomes of services (c) well versed in a variety of psychological and educational assessment and evaluation methods
5. Comprehensive Prevention and Early Intervention for Achievement	(a) Understanding factors that contribute to successful learning (b) Identify and address problems in early stages (c) Implement prevention and early intervention strategies (d) Understand classroom, school, family and community factors that support pupil learning (e) Skills to assist pupils with learning difficulties	(a) 2.3 * (b, c) 2.7 (d, e) 2.4 *	(a) SP have current professional knowledge base of empirically demonstrated components of effective instruction (b, c) SP provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students (d, e) .. have knowledge and facilitate development and implementation of strategies that result in optimal instructional environments
6. Professional Ethics and Legal Mandates	(a) understand professional codes of ethics and current legal mandates (b) Understand range of legal issues (c) Able to access information about legal and ethical matters	(a, b, c) 2.10*	(a, c) SP have knowledge of .. ethical, professional and legal standards (b)... and fulfill all legal requirements as in response to law and court decisions
7. Family-School Collaboration	(a) understand ways in which pupil development, well being and learning are enhanced by family school collaboration (b) foster respectful and productive family school collaboration	(a) 2.8 (b)	(a) SP have knowledge of family systems, including family strengths and influences on student development, learning and behavior, and methods to involve families in education and service delivery. (b) SP work effectively with families, educators and others in community to promote and provide comprehensive services to children and families
8. Self esteem and Personal and Social Responsibility	(a) candidates assess their own self esteem (b) demonstrate principles of building self	(a) 2.10 (a2) 4.2 (b) 2.10	(a1) SP recognize their own learning, development ... SP recognize their own limitations and biases (a2) SP demonstrate ... professional work characteristics needed for effective practice (...including ethical responsibility)

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	esteem, personal and social responsibility and life long learning		(b) SP ... have knowledge and skills needed to acquire career [life]-long professional development <i>Note: Self Esteem not comparably addressed</i>
9. School Safety and Violence Prevention	<p>a) Understand ways to enhance safety and well being of pupils</p> <p>(b) Knowledge and models of systematic school safety planning</p> <p>(c) Plans for crisis response, prevention, intervention and treatment</p> <p>(d) Knowledge and skills to reduce school violence</p> <p>(e) address needs of witnesses, victims and perpetrators of violence</p>	<p>(a,c) 2.7</p> <p>(a) 2.4</p> <p>(b) 2.6</p> <p>(d,e) 2.7*</p>	<p>(a, c) SP provide or contribute to prevention and intervention program that promote the mental health and physical well being of students</p> <p>(a) ... develop methodologies such as conflict resolution and problem solving/decision making approaches that will assist teachers and families in teaching prosocial behavior</p> <p>(b) [SP] understand schools and other settings as systems</p> <p>SP ... facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others</p> <p>(d,e) SP have knowledge of crisis intervention, and collaborate with school personnel, parents and the community in the aftermath of crises, e.g., extraordinary violence</p>
10. Consultation	<p>(a) know and apply theories, models and processes of consultation</p> <p>(b) [candidates] use communication, interpersonal and problem solving skills in consultation with teachers, administrators, parents and others</p> <p>(c) When consulting and collaborating, SP identify problem areas, collect and analyze information, make decisions about, and evaluate service delivery</p>	<p>(a) 2.2</p> <p>(b) 2.2*</p> <p>(c) 2.1</p>	<p>(a) SP have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods, and of their application to particular situations</p> <p>(b) SP collaborate effectively with others ... SP have positive interpersonal skills and listen, adapt and address ambiguity and are patient in difficult situations.</p> <p>(c) SP ... have ... methods of assessment that yield information useful in identifying ... problems, ... collecting data and other information ... translating results in to empirically based decisions about service delivery, evaluating outcomes of services.</p>
11. Learning Theory and Educational Psychology	<p>(a) Understand learning theories and factors influence learning and teaching (e.g., cognition, memory, cultural and linguistic differences)</p> <p>(b) Know how to evaluate the congruence between instructional strategies and pupil</p>	<p>(a) 2.3 *</p> <p>(b) 2.3*</p>	<p>(a) SP have knowledge of learning theory and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.</p> <p>(b) SP apply techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome, and to identify the</p>

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	learning assets and deficits		factors that constitute a successful outcome.
12. Professional Leadership Development	(a) Understand importance of leadership (b) Operate as systems change agents	(a, b) 2.6*	(a, b) have knowledge and skills to assume leadership roles in the development of systems change plans ...
13. Collaboration and Coordination of Pupil Support Systems	(a) Collaborates effectively with community based organization, agencies and others (b) Demonstrates knowledge of programs and models within comprehensive systems designed to promote high expectations and increase pupil achievement	(a) 2.8 (b) 2.8*	(a) SP work effectively with families, educators, and others, in the community to promote and provide comprehensive services to children and families. (b) ...provide or collaborate with others in the development of educational and support programs that assist parents in efforts to enhance the academic and social/behavioral success of their children
14. Human Relations	(a) [Candidates] demonstrate self awareness, sensitivity to others in skillfulness in relating to individuals and groups (b) Understand socio-psychological concepts of various group relations (c) Able to facilitate group process and mediate conflict	(a) 2.2* (a2) 2.5* (b) 2.4* (c) 2.4*	(a) ... SP have positive interpersonal skills and listen, adapt and address ambiguity and are patient in difficult situations. (a2) SP recognize in themselves and others the subtle racial, class, gender, cultural and other biases that they may bring to their work and the way these biases influence decision making, instruction, behavior, and long term outcomes for students. (b) SP use ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom) ... (c) SP develop methods, such as conflict resolution and social problem solving/decision making approaches ...
15. Technological Literacy	(a) skill in current technology for communication, and collecting, organizing, distributing and analyzing data	(a) 2.11	(a) SP have knowledge of information sources and technology relevant to their work. They access, evaluate and utilize information sources and technology in ways to safeguard or enhance the quality of services.
16. Supervision and Mentoring	(a) opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-	(a) 3.1 (a 2) 3.2 (a 3) 3.4	(a) closely supervised practicum experiences (a 2) a written plan specifies the responsibilities of the training program and internship site in providing supervision ... (a 3) two hours per week of field based supervision [are required]

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	professionals	(a 4) 1.5	(a 4) the program provides collaborate in or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practicing psychologists <i>Note: Although significant supervision exists, models of supervision does not appear in NASP standards</i>
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<u>School Psychology Specialization Standards</u>			
Core Knowledge Base and Foundation			
CTC Standard	Key CTC Elements	Applicable NASP Stds	NASP Standards Language that Documents Comparability
17. Psychological Foundations	(a) Foundation in the knowledge base of psychology, including biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.	(a) 2.5 * (a 2) 2.3 * (a 3) 2.7 *	(a) SP have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning..... (a) ...have knowledge of individual differences, abilities, and disabilities... (a 2)SP have knowledge of learning theory and cognitive strategies (a 3) SP have knowledge of current theory and research about child and adolescent development ...
18. Educational Foundations	(a) Foundation in the knowledge base of education concerning the organization and operation of schools, community-based resources, and alternative service delivery systems. (b) Prepared to design and operate programs to promote school-family interactions. (c) knowledgeable about family influences on cognitive, motivational, and social characteristics	(a) 2.6* (b) 2.6 * (c) 2.8 *	(a) SP have a current professional knowledge base of school and systems structure and organization, and of general education and regular education. (a 2) SP have knowledge of and apply effective principles of organizational development and systems theory Regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate effective programs and services (b) .Use their knowledge to assist schools and other agencies in designing, implementing, and evaluating policies and practices ...

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<p>18. Educational Foundations</p>	<p>(a) Foundation in the knowledge base of education concerning the organization and operation of schools, community-based resources, and alternative service delivery systems.</p> <p>(b) Prepared to design and operate programs to promote school-family interactions.</p> <p>(c) knowledgeable about family influences on cognitive, motivational, and social characteristics</p> <p>(d) methods to facilitate safe and caring schools</p>	<p>(a) 2.6*</p> <p>(b) 2.6 *</p> <p>(c) 2.8 *</p> <p>(d) 2.6</p>	<p>(a) SP have a current professional knowledge base of school and systems structure and organization, and of general education and regular education.</p> <p>(a 2) SP have knowledge of and apply effective principles of organizational development and systems theory Regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate effective programs and services</p> <p>(b) .Use their knowledge to assist schools and other agencies in designing, implementing, and evaluating policies and practices ...</p> <p>(c) SP have a current knowledge base about family systems and their influences on students' cognitive, motivational, and social characteristics that effect their development and/or academic performance ...</p> <p>(d) SP work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>
<p>19. Legal, Ethnical and Professional Foundations</p>	<p>(a) Knowledge base of school psychology, including the history of school psychology, legal and ethical issues, professional issues and standards, alternative models of service delivery, emergent technologies, and roles and functions</p> <p>(b) understand the influence of diverse values</p> <p>(c) .Prepared to practice in ways that meet all ethical, professional, and legal standards.</p>	<p>(a) 2.10</p> <p>(b)</p> <p>(c) 2.10</p>	<p>(a, c) SP have knowledge of the history and foundations of their profession, of various service models and methods, of public policy development applicable to services to children and families, and of ethical, professional and legal standards</p> <p>(b) SP demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected or adapted based on individual characteristics, strengths, and needs.</p> <p>(c) SP practice in ways that are consistent with applicable standards, are involved in their profession ...</p>

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<p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>(a) Prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group, and systems levels.</p> <p>(b) Knowledgeable about academic, behavioral, and serious personal difficulties.</p> <p>(c) Able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school.</p> <p>(d) Design and implement services across the hierarchy of pupils' development needs.</p> <p>(e) Can work with school personnel, parents, and general community in the aftermath of crises.</p>	<p>(a) 2.7</p> <p>(b, c) 2.7 *</p> <p>(d) 2.4 *</p> <p>(e) 2.7*</p>	<p>(a) SP provide or contribute to prevention and intervention that promote the mental health and physical well-being of students.</p> <p>(b, c) They apply their knowledge ...to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.).</p> <p>(d) SP have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs and knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds...</p> <p>(e) SP have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises.</p>
<p>22. Individual Evaluation and Assessment</p>	<p>(a) Well versed in a variety of assessment methods to define a student's problems and needs, to assess current status, and to measure the effects of the problem-solving process.</p> <p>(b) Understand contextual influence of outcomes such as personal attributes, aptitude, and community, cultural, gender, and language influences, classroom climate, and instructional practices.</p>	<p>(a) 2.1</p> <p>(b) 2.5 *</p>	<p>(a) SP have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs in understanding problems and in measuring progress and accomplishments.</p> <p>(b) They have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development in learning, and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes.</p> <p>(c) ... SP clearly present and disseminate information to diverse</p>

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	<p>(c) Understand how to use assessment information and are able to convey findings to a diverse audience.</p> <p>(d) Able to use data-based decision making.</p> <p>(e) Understand federal and state laws related to special education services.</p>	<p>(c) 2.2 *</p> <p>(d) 2.1</p> <p>(e) 2.10*</p>	<p>audiences... in a variety of contexts.</p> <p>(d) Data-based decision-making permeates every aspect of professional practice.</p> <p>(e) SP have knowledge of all appropriate ethical, professional, and legal standards ...and practice in school and other settings that meet standards...</p>
23. Program Planning and Evaluation	<p>(a) Understand the school as system.</p> <p>(b) Work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes.</p> <p>(c) Utilize data-based decision-making skills in the development of achievable goals for all pupils, ways to achieve these goals and monitor progress toward these goals.</p> <p>(d) Skillful in evaluating programs and in interpreting findings.</p>	<p>(a) 2.6</p> <p>(b) 2.6</p> <p>(c, d) 2.1 *</p>	<p>(a) SP understand schools and other settings as systems.</p> <p>(b) SP work with individuals and groups to facilitate policies and practices that create and maintain safe and supportive and effective learning environments for children and others.</p> <p>(c ,d) SP systematically collect information to identify and define strengths and needs and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made.</p>
24. Research, Measurement, and Technology	<p>(a) Know principles of research design</p> <p>(b) Able to differentiate high quality from inadequate research</p> <p>(c) Understand statistics in sufficient depth to evaluate published research and conduct investigations</p>	<p>(a, b) 2.9 *</p> <p>(c) 2.9 *</p>	<p>(a, b) SP have knowledge of basic principles of research design....they differentiate acceptable from inadequate research....</p> <p>(c) They have knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct their own investigations.</p> <p>(d) SP have knowledge of information sources and technology</p>

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	(d) Utilize computer technology and attendant technological applications.	(d) 2.11	relevant to their work. SP access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
Field Experience and Practica			
25. Practica	<p>(a) Candidates engage in field based activities in all areas of professional training</p> <p>(b) Candidates demonstrate application of core knowledge ... in their work in schools</p> <p>(c) Series of supervised experience prior to [culminating] field experience</p> <p>(d) Systematic means of evaluating practica experiences</p> <p>(e) Minimum 450 clock hours (300 pK-12; up to 150 on-campus or community agencies)</p> <p>(f) Supervision responsibility typically remains with university faculty in coordination with field based professionals</p> <p>(g) Supervisor has minimum 2 years experience appropriate to practicum experience</p>		<p>NASP defines Practica as: closely supervised on-campus or field-based activities designed to develop and evaluate a school psychology candidate's mastery of distinct professional skills consistent with program and/or course goals.</p> <p>Practica activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive experience that covers a range of skills.</p> <p>3.1 Supervised practica and internship experiences are completed for academic credit or otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.</p> <p><i>Note: NASP does not meet specifics of this standard (scope, hours, evaluation)</i></p>
25. Practica	<p>(h) Practicum offered for academic credit, and is a direct extension of program training and goals</p> <p>(i) Concurrent instruction provided as part of practicum</p>		

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	<p>(k) All practica experiences are evaluated</p> <p>(l) Of total 1650 hours across practicum and culminating field experience required, a minimum of 200 must be in a second, third or fourth setting. (The four basic field experience settings for school psychologists include preschool, elementary, middle school or junior high, and high school.)</p>		
26. Culminating Field Experience	<p>(a) Candidates demonstrate full range of skills, including direct and indirect service to pupils, parents and staff</p> <p>(b) Supervised by a credentialed school psychologist</p> <p>(c) Minimum 1200 hours</p> <p>(d) completed within no more than 2 consecutive academic years</p> <p>(e) 800 hours must be in P-12 school setting</p> <p>(f) Up to 400 hours may be acquired in other defined settings</p> <p>(g) Supervision and principle responsibility of the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.</p> <p>(h) The primary supervisor must have a current and valid PPS credential</p>	<p>(a) 3.5, 3.1</p> <p>(c , d) 3.3</p> <p>(e) <i>not met</i></p> <p>(f) <i>NASP allows 600 hours, so this is not met</i></p> <p>(g) 3.4</p> <p>(h) 3.4</p>	<p>1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.</p> <p>3.1 Supervised practica and internship experiences are completed for academic credit or otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.</p> <p>3.2 The internship is a collaboration between the training program and field site that assures the completion of the activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support and both formative and summative performance-based evaluation of intern performance.</p> <p>3.3 The internship is completed on a full-time basis over one year, or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting-</p> <p>3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist, or, for non-school settings, a psychologist</p>

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<p>26. Culminating Field Experience</p>	<p>(a) Candidates demonstrate full range of skills, including direct and indirect service to pupils, parents and staff</p> <p>(b) Supervised by a credentialed school psychologist</p> <p>(c) Minimum 1200 hours</p> <p>(d) completed within no more than 2 consecutive academic years</p> <p>(e) 800 hours must be in P-12 school setting</p> <p>(f) Up to 400 hours may be acquired in other defined settings</p> <p>(g) Supervision and principle responsibility of the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.</p> <p>(h) The primary supervisor must have a current and valid PPS credential authorizing service as a school psychologist. Must have at least the equivalent of two years full-time experience as a school psychologist. If</p>	<p>(a) 3.5, 3.1</p> <p>(c , d) 3.3</p> <p>(e) <i>not met</i></p> <p>(f) <i>NASP allows 600 hours, so this is not met</i></p> <p>(g) 3.4</p> <p>(h) 3.4</p>	<p>1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.</p> <p>3.1 Supervised practica and internship experiences are completed for academic credit or otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.</p> <p>3.2 The internship is a collaboration between the training program and field site that assures the completion of the activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support and both formative and summative performance-based evaluation of intern performance.</p> <p>3.3 The internship is completed on a full-time basis over one year, or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting-</p> <p>3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist, or, for non-school settings, a psychologist appropriately credentialed for the internship setting.</p> <p>3.5 The internship placement agency provides appropriate support for the internship experience including a written agreement specifying the period of appointment and any term of compensation, a schedule of</p>
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Summary: All CTC Standards are met by NASP standards with the following exceptions:

1. Generic Standard 8: Self-esteem and Personal and Social Responsibility. Self-esteem is not addressed by NASP Standards.
2. Generic Standard 16: Supervision and Mentoring. Models of supervision is not addressed by NASP Standards.
3. Specialization Standard 25: Practica. NASP does not meet the specifics of this CTC Standard.

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4. Specialization Standard 26: Culminating Field Experience. NASP allows 600 hours non-school setting, while CTC only allows 400.

PLEASE NOTE: This document is not intended to be used in lieu of the actual sets of standards. That is, if a program is under review based on NASP Standards then the reviewer should be sure to address the full set of NASP Standards and only use this table to recognize when to refer to the CTC Standards.

**California Commission on Teacher Credentialing (CTC) state and Council for Accreditation of Counseling and Related Educational Programs (CACREP) National Standards
Comparability Study For School Counseling (Convened on December 3 &4, 2008)**

CTC Standard	Key CTC Elements	Applicable CACREP Standard	CACREP Standards Language that Documents Comparability
Standard 1 Program Design, Rational & Coordination	Program is coordinated with a cohesive design	Section II Foundation A.,B.2,	<ul style="list-style-type: none"> • A comprehensive mission statement describes the program's intent and purpose • Reflect input from all stakeholders involved in the conduct of the program
	Sequencing of foundational and advanced courses	Section II: Professional Identity G.	<ul style="list-style-type: none"> • A specific core curriculum is required with identified elements However, CACREP does not require the sequencing of coursework
Standard 2 Growth & Development	Understanding of typical and atypical growth and development	Section II G.3.f	<ul style="list-style-type: none"> • An understanding of factors that affect both normal and abnormal behavior
	Understanding of theories, research and information related to pupils' strengths and weaknesses that affect learning	Section II G.3.b	<ul style="list-style-type: none"> • Understanding of theories of learning and personality
	Effects of health and developmental factors, language, cultural variables, diversity, socioeconomic status and resiliency on pupil development	Section II G.3.d G.3.f School Counseling hereafter = (SC) D.3	<ul style="list-style-type: none"> • Theories of individual, cultural, couple, family and community resilience • Understands situation and environmental factors affecting students • Designs and implements plans to address effects related to atypical growth and development, health and wellness issues and multicultural issues
Standard 3 Socio-Cultural Competence	Factors that influence pupil learning and achievement	SC E.1 Section II G.2. b,e,f	<ul style="list-style-type: none"> • Understands key issues surrounding diversity in terms of student learning
	Skills to work effectively with diverse pupils	SC F.1	<ul style="list-style-type: none"> • Demonstrates multicultural competencies in relation to diversity
	Understands policies, programs, and practices that are culturally congruent with pupil and family needs	SC E.3 SC F.3	<ul style="list-style-type: none"> • Understands and advocates school policies responsive to diverse populations
Standard 4 Assessment	Understands theories and methods of using assessment data for promoting pupil performance, program outcomes and school climate	SC H.3	<ul style="list-style-type: none"> • Develops skills and practices for analyzing assessment information to produce valid inferences to evaluate needs of individual students and effectiveness

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CTC Standard	Key CTC Elements	Applicable CACREP Standard	CACREP Standards Language that Documents Comparability
			of educational programs
	Knows how to use assessment to make data-based decision making	SC I.4	• Knows current methods of using data to inform decision-making and accountability
	Understands multiple factors on pupil achievement	SC G1	• Understands the influence of multiple factors that affect functioning of students
	Can analyze information to evaluate the needs of individual pupils and assess effectiveness of educational programs	SC H.3	• Develops skills and practices for analyzing assessment information to produce valid inferences to evaluate needs of individual students and effectiveness of educational programs
Standard 5 Comprehensive Prevention & Early Intervention for Achievement	Understands factors that contribute to successful learning	Section II G 3.b SC E.2	• Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic development of students
	Identify problems in earliest stages	SC C.3	• Knows strategies for helping students identify strengths and cope with problems
	Implements prevention and early intervention strategies for addressing problems	SC D.3	• Designs and implements prevention and intervention plans related to student learning and development
	Knowledge of factors that support pupil learning	SC E.2	• Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic development of students
Standard 6 Professional Ethics & Legal Mandates	Understands professional codes of ethics and legal mandates	Section II G1.j	• Knows standards of professional organizations, credentialing bodies and applications of ethics and legal considerations
Standard 6 Professional Ethics & Legal Mandates	Ability to access information about legal and ethical matters	SC B.1	• Demonstrates ability to apply and adhere to ethical and legal standard in school counseling
Standard 7 Family-School Collaboration	Understands ways in which pupil development, well being and learning are enhanced by family-	SC M.1	• Understands ways in which pupil development, well being and learning are enhanced by family-school

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	school collaboration		collaboration
	Work with parents to foster family-school collaboration	SC M.5	<ul style="list-style-type: none"> • Knows strategies and methods for working with parents and families
Standard 8 Self-esteem and Personal and Social Responsibility	Candidates assess their own self-esteem	SC D.1 SC D.5	<ul style="list-style-type: none"> • Demonstrates self-awareness • Demonstrates recognition of limitations as a school counselor
	Understands principles associated with building self-esteem, personal and social responsibility and relationship to the life-long learning process	SC C.3 Section II G.3.h	<ul style="list-style-type: none"> • Knows strategies for helping students identify strengths and cope with problems. • Understands theories for facilitating optimal development and wellness over the life span
Standard 9 School Safety and Violence Prevention	Understands ways to enhance the safety and well-being of pupils and models of school safety planning; understands crisis response plans	Section II G.5.a Section II G.5.g SC A.7	<ul style="list-style-type: none"> • Promotes wellness and prevention as counseling goals • Crisis intervention and prevention models including the use of psychological first-aid strategies • Understands the operation of school emergency management plans and roles and responsibilities of the school counselor during crises
	knows how to address the needs of witnesses, victims and perpetrators of violence	Section II G.1.c SC C.6	<ul style="list-style-type: none"> • Understands counselors' roles and responsibilities as a team member in response to a trauma causing event and the potential impact of crises and disasters on students and other school staff. CACREP does not address specific needs of witnesses, victims & perpetrators of violence
Standard 10 Consultation	Knowledge of theories, models and processes of consultation	SC M.4	<ul style="list-style-type: none"> • Understands systems, theories, models and processes of consultation in school system settings
	Ability to use communication, interpersonal and problem-solving skills in consultation	SC M.2	<ul style="list-style-type: none"> • Knows strategies to promote, develop and enhance effective teamwork within the school
	Skill in decision-making to identify problems, make decisions and evaluate outcomes of service delivery	SC I.2 SC J.2	<ul style="list-style-type: none"> • Knows models of program evaluation for school counseling programs. • Develops measurable outcomes for school counseling

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CTC Standard	Key CTC Elements	Applicable CACREP Standard	CACREP Standards Language that Documents Comparability
			programs, activities, interventions and experiences
Standard 11 Learning Theory and Educational Psychology	Understands learning theories	Section II.G.3.b	• Understands theories of learning
	Understands factors influencing learning and teaching	SC K.3	• Understands curriculum design, lesson planning, class management strategies for teaching
	Evaluate congruence between instructional strategies and pupil learning assets and deficits	SC L.3	• Implements differentiated instructional strategies to promote student achievement
Standard 12 Professional Leadership Development	Understands the development, improvement and evaluation of programs that support student learning	SC O.2	• Knows strategies of leadership designed to enhance the learning environment of schools
	Understands the importance of leadership, change agents	SC O.4	• Understands the role of the school counselor as a systems change agent
Standard 13 Collaboration & Coordination of Pupil Support Systems	Has experiences to collaborate with community based organizations	Section II.G.1.b SC N.3, SC N.5	• Understands the professional roles, functions, and relationships with other human service providers
	Knowledge of programs and services to promote high expectation and increase pupil learning	SC A.5	• Understand models of school counseling programs and their integral relationship to the total educational program
Standard 14 Human Relations	Demonstrate self-awareness, sensitivity to others and skills in relating to others	SC D.1	• Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms
	Understands concepts of group formation, reference groups, inter-group and intra-group relations and conflicts	Section II.G.6.a	• Understands principles of group dynamics including group process components
	Ability to facilitate group process and mediate conflict	Section II.G.6.b	• Has an experiential understanding of group leadership and facilitation styles and approaches
Standard 15 Technological Literacy	Understands and demonstrates skills in using technology	Section II.F.	• Understands the use of technology in program delivery and impact of technology on the counseling profession

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CTC Standard	Key CTC Elements	Applicable CACREP Standard	CACREP Standards Language that Documents Comparability
	Uses technology for analyzing data and resources to facilitate program outcomes and student achievement	SC J.3	<ul style="list-style-type: none"> Analyzes data to enhance school counseling programs. CACREP (2009) Standards have much less specific references to technology
Standard 16 Supervision and Mentoring	Demonstrates knowledge of models of supervision	Section III.G.4 Section II.G.1.e	<ul style="list-style-type: none"> Provides opportunity to become familiar with supervision Understands counseling supervision models, practices and processes
	Recognizes the important role of field-site supervisors	Section III. E.	<ul style="list-style-type: none"> Supervision contracts define the roles and responsibilities of the site supervisor
Standard 17 Foundations of the School Counseling Profession	Understands history, philosophy and trends in school counseling	SC A. 1	<ul style="list-style-type: none"> History and philosophy of the counseling profession
	Understands state and national standards and models of school counseling	SC A.5 Section II G.1.g	<ul style="list-style-type: none"> Understands current models of school counseling programs (e.g. ASCA) and accreditation practices and national standards
	Understands theoretical bases for counseling practices in schools	SC C.1	<ul style="list-style-type: none"> Knows the theories and processes of effective school counseling programs
Standard 18 Professionalism, Ethics & Legal Mandates	Understands ways to develop professional identity congruent with professional functions, development and organization representation	Section II.G.1.b SC B.2	<ul style="list-style-type: none"> Understands professional roles, functions and relationships Demonstrates the ability to articulate, model and advocate for school counselor identity and program
	Understands benefits of professional organizations	Section II.G.1.f	<ul style="list-style-type: none"> Recognizes membership benefit in professional organizations
	Knowledge of legal mandates and ethical standards	Section II.G.1.j SC B.1	<ul style="list-style-type: none"> Understands and applies ethical standards of professional organizations and legal considerations in counseling
Standard 19 Academic Development	Understands concepts, principles, strategies programs and practices to enable academic success and high achievement	SC K.2 SC C.2	<ul style="list-style-type: none"> Understands concepts, principles, strategies, programs and practices designed to close the achievement gap and promote student academic success

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CTC Standard	Key CTC Elements	Applicable CACREP Standard	CACREP Standards Language that Documents Comparability
	Understand how to prepare pupils for full range of options and opportunities after high school	SC L.2	<ul style="list-style-type: none"> Implement strategies to prepare students for a full range of post secondary options & opportunities.
Standard 20 Career Development	Knows career development programs and how to implement and evaluate them.	Section II.G.4.c SC C.4 SC M.3	<ul style="list-style-type: none"> Knows career development, program planning, implementation and evaluation.
Standard 21 Personal and Social Development	Applies theories, concepts, processes, skills and practices for personal and social development.	SC C.2 SC D.2	<ul style="list-style-type: none"> Knows how to design, implement, manage and evaluate programs to enhance personal/social development of students. Provides individual and group counseling and classroom guidance to promote personal/social development of students.
	Help students understand and respect themselves and others, make decisions, set goals and develop safety and survival skills.	SC C.3	<ul style="list-style-type: none"> Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
Standard 22 Leadership	Knows skills and knowledge of effective leadership.	SC O.1	<ul style="list-style-type: none"> Knows skills and knowledge of effective leadership.
	Knows planning, organizing, implementing, managing and evaluating outcomes of school counseling programs to increase learning.	SC P.1	<ul style="list-style-type: none"> Participates in design, implementation, management and evaluation of a comprehensive school counseling program.
Standard 23 Advocacy	Demonstrates skills and attitudes for advocating for academic success for all pupils.	Section II.G.1.i	<ul style="list-style-type: none"> Knows advocacy processes needed to address barriers that impede success for clients.
	Implements strategies to eliminate barriers and support positive learning and achievement outcomes.	SC F.2	<ul style="list-style-type: none"> Advocates for academic and learning experiences necessary to promote academic development of students.
Standard 24 Learning, Achievement & Instruction	Knows classroom management strategies for assisting teachers.	SC K.3	<ul style="list-style-type: none"> Understands curriculum design, lesson plan development, classroom management strategies and instructional strategies. CACREP strategies do not focus specifically on assisting teachers
	Understands curriculum design, lesson plan development and instructional strategies for	SC K.3	<ul style="list-style-type: none"> Understands curriculum design, lesson plan development, classroom management strategies and

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	teaching counseling and guidance related material		instructional strategies.
Standard 25 Individual Counseling	Knows theories and stages of counseling and elements of effective counseling	Section II.G.5.d	• Understands counseling theories and how to apply to design appropriate counseling interventions
	Demonstrates skills in crisis intervention and helping pupils cope with personal and interpersonal problems	Section II.G.5.g	• Understands crisis intervention models and use of psychological first aid strategies
	Designs and implements programs of prevention, treatment and intervention services. Knows community-based mental health referral procedures, resources and practices	SC D.3 SC H.4	• Designs and implements prevention and intervention plans in various areas of student development • Makes appropriate to school and/or community resources
	Knows how to evaluate outcomes of counseling on student learning and achievement	SC C.2	• Knows how to evaluate programs for academic and personal/social development
Standard 26 Group Counseling and Facilitation	Understands principles of group dynamics and demonstrates skill in group work to enable pupils to overcome barriers and impediments to learning	Section II G. 6a SC C.5	• Understands group dynamics and facilitation of teams to enable students to overcome barriers and impediments to learning
Standard 27 Collaboration, Coordination & Team Building	Applies skills of collaboration with school staff, parents and community organizations	SC M.2	• Knows strategies to promote, develop and enhance effective team work within the school and larger community
	Knows and possesses skills in building working teams of school staff, parents and community members for eliminating barriers to learning	SC M.3	• Knows how to build effective teams of staff, parents and community members to promote student development
	Demonstrates competence in coordinating community and other services		<u>• Not specifically addressed in CACREP standards</u>
Standard 28 Organizational and System Development	Understands schools as educational systems and plans, develops, implements and evaluates systemic and comprehensive counseling programs	Section II G.5.e SC O.3 SC O.4	• Learns theories related to systems perspective • Knows how to design, implement, manage and evaluate comprehensive school counseling programs • Understands the important role of the school counselor as a systems change agent

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	Develops programs that reflect the impact of counseling on student learning	SC O.2	<ul style="list-style-type: none"> • Knows strategies of leadership to enhance the learning environment
Standard 29 Prevention Education & Training	Demonstrates skills in planning, organizing and implementing programs to promote high academic achievement	SC O.3	<ul style="list-style-type: none"> • Knows how to design, implement, manage and evaluate comprehensive school counseling programs
	Know how to prevent problems that pose barriers to learning and achievement	SC D.3	<ul style="list-style-type: none"> • Designs and implements a variety of prevention and intervention plans to address a variety of student problems
	Develop skills working with school staffs and families to eliminate barriers to learning	SC F.4	<ul style="list-style-type: none"> • Engages parents, guardians and families to promote learning
Standard 30 Research, Program evaluation and Technology	Knowledge of basic principles of research design, action research and program evaluation	Section II.G.8.b	<ul style="list-style-type: none"> • Knows research methods such as qualitative, quantitative, action research and outcome based research
	Is able to differentiate high quality from inadequate research	SC I.1 SC I.2	<ul style="list-style-type: none"> • Is able to critically evaluate research relevant to the practice of school counseling • Knows models of program evaluation for school counseling programs
	Understands statistics to evaluate research and conduct evaluations	Section II.G.8.c	<ul style="list-style-type: none"> • Understands statistical methods used in conducting research and program evaluation
	Utilize computer technology for conducting program evaluation	Section II.F	<ul style="list-style-type: none"> • Is able to use technology in program delivery and understand technology's impact on the counseling profession
Standard 31 Field Experience	Demonstrates competency in all areas of school counseling	Section III.G	<ul style="list-style-type: none"> • The internship reflects the comprehensive work experience of a professional counselor appropriate to the designated program area
	Candidates will have 100 clock hours in a practicum experience that can include a variety of school counseling related work	Section III.F	<ul style="list-style-type: none"> • Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum of 10-week academic term
	Candidates will complete a supervised field experience of 600 clock hours that is begun after	Section III.G	<ul style="list-style-type: none"> • The program requires completion of a supervised internship in the student's designated program area of

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	successful completion of the practicum and a series of preliminary courses		600 hours, begun after successful completion of the practicum
	Candidates will complete two levels of field experience; up to 150 clock hours devoted to diversity; and a minimum of 400 clock hours of direct service with k-12 pupils		<u>• Not specifically addressed in CACREP standards</u>
Standard 32 Determination of Candidate Competence	Prior to recommending candidate, program sponsors will determine that the candidate has satisfied each professional standard		<u>• Not specifically addressed in CACREP standards</u>

Summary of CACREP Standards that are not comparable to CTC School Counseling Standards

The vast majority of CACREP Standards are comparable to CTC Standards. The following CACREP Standards that are less than comparable to CTC Standards can be addressed with an addendum. It might be noted that CACREP standards address several knowledge areas and skills in school counseling that might be evaluated for inclusion in future CTC Standards revisions.

Standard 1 Program Design, Rationale and Coordination – Sequencing from beginning to advanced courses are not specifically addressed. CACREP does look at what courses are completed before practicum and internship, however.

Standard 9 – School Safety and Violence Prevention – CACREP uses crisis intervention and trauma-causing events without specifically mentioning school safety and training to address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced ... learning.

Standard 24 Learning Achievement and Instruction – CACREP standards do not specifically focus on assisting teachers with classroom organization.

Standards 27 Collaboration, Coordination and Team Building – CACREP standards do not specifically address demonstrating competence in the coordination of services.

Standard 15 Technology Literacy– CACREP (2009) Standards have much less specific references to training on using technology.

Standard 31 Field Experience – CTC has several areas in field experience that are not found in CACREP Standards:

- (1) CTC requires that field experience is completed in two levels (from pre-school to high school) with a minimum of 200 clock hours at each level.

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- (2) CTC requires that up to 150 clock hours of field experience be devoted to issues of diversity.
- (3) CTC requires that a minimum of 400 clock hours be completed and supervised in public school settings with k-12 pupils.
(CACREP requires 240 clock hours of direct service).

Standard 32 Determination of Candidate Competence – CTC requires that prior to recommending candidates one or more persons responsible for the program determines that the candidates have satisfied each standard. CACREP has no such requirement.